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| Diploma Programme subject outline—Group 1: studies in language and literature | | | | | | | | | | |
| School name | Hellgate High School | | | | | | School code | 922669 | | |
| Name of the DP subject  (indicate the language) | English A1: Literature | | | | | | | | | |
| Level  (indicate with X) |  |  |  | |  |  | | |  |  |
| Higher | X | Standard completed in two years | |  | Standard completed in one year \* | | |  |  |
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| Name of the teacher who completed this outline | Renée Conner | | | **Date of IB training** | | | October 9-11, 2011 | | | |
| **Date when outline was completed** | December 21, 2011 | | | **Name of workshop**  (indicate name of subject and workshop category) | | | DP Language A: Literature in English Category 1 | | | |

\* All Diploma Programme courses are designed as two-year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the *Handbook of procedures for the Diploma Programme*.

* + 1. Indicate the literary works chosen for each of part of the programme

|  | Language A: literature | |
| --- | --- | --- |
| Higher level | Standard level |
| Part 1  Works in Translation  Junior Year  Semester 2 | Novel: Chronicle of a Death Foretold by G. Garcia Marquez |  |
| Drama: *The Visit* by Friedrich Durrenmatt |  |
| Poetry: selections by Wislawa Szymborska |  |

* + 1. Course outline
* Use the following table to organize the topics to be taught in the course. If you need to include topics that cover other requirements you have to teach (for example, national syllabus), make sure that you do so in an integrated way, but also differentiate them using italics. Add as many rows as you need.
* This document should not be a day-by-day accounting of each unit. It is an outline showing how you will distribute the topics and the time to ensure that students are prepared to comply with the requirements of the subject.
* This outline should show how you will develop the teaching of the subject. It should reflect the individual nature of the course in your classroom and should not just be a “copy and paste” from the subject guide.
* If you will teach both higher and standard level, make sure that this is clearly identified in your outline.

|  | Topic  (as identified in the  IB subject guide)  State the topics in the order you are planning to teach them. | Contents | Allocated time | | | Assessment instruments to be used | Resources  List the main resources to be used, including information technology if applicable. |
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| One class is |  | minutes. |
| 50 |
| In one week there are |  | classes. |
| 5 |
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| Part 1: Works in Translation  Junior Year  Semester 2 | **Contextual analysis**  **Textual analysis** | - Identify and evaluate the historical, cultural and social contexts in which a particular text is written and received  - Introduction to Critical Approaches, especially: Archetypal, Historical, New Historical, Biographical and Psychological  Evaluate the content and conventions of text—  CONTENT:  - author’s purpose: including: plot, setting, characterization,  - form & style  CONVENTIONS  -literary terms  -color-marking for patterns & annotations of passages  -methods and effects  -inferences  -diction & syntax  -tone/mood | 40 hours  40 hours | | | - Practice written and oral commentary (development & support in addition to writing and speaking conventions)  - In-class discussion: formal seminars as a whole class and led by student panel presenters and informal discussions in small groups  - Oral presentations  - Informal and formal writing responses: reflective writing, journaling, creative response, imitations, formal essay  - Objective quizzes and tests | ***Chronicle of a Death Foretold* by G. Garcia Marques**  ***The Visit* by Friedrich Durrenmatt**  **Selected poetry of Wislawa Szymborska**  **(including**: -*The Terrorist; He Watches*  *- Starvation Camp near Jaszlo*  *- Notes from a Non-Existent Himalayan Expedition*  *- Conversation with a Stone*  *- Lot's Wife*  *- The Onion*  *- The End and the Beginning*  *- Under One Small Star*  *- Allegro ma non troppo*)  *Pearson Baccalaureate: English a: Literature for the IB Diploma*  *The Bedford Glossary of Critical and Literary Terms*  Selected author interviews and biographical information  *How to Read Literature Like a Professor*  *A Short Guide to Writing About Literature*  *Perrine’s Sound and Sense*  *How to Read a Play* |

* + 1. IB Internal and external assessment requirements to be completed during the course

Briefly explain briefly how and when you will work on them. Include the date when you will first introduce the internal and external assessment requirements, when they will be due and how students will be prepared to complete them.

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| **Part 1: Works in Translation**  **Interactive Oral Presentation for each Part 1 work**  -The IOP will take place after the initial introduction and discussion of the text where students will probe cultural and contextual considerations: In what ways to time and place matter to this work? What was easy to understand and what was difficult in relation to the social and cultural context and the issues of the text? What connections did you find between issues in the work and your own culture and experience? What aspects of the work’s technique seem connected to its particular context?  -The answers to these questions become what the students investigate and research—their findings become the basis for the IOP.  **Reflective Statement for each Part 1 work (300-400 words)**  -Upon completion of the interactive oral presentations for each Part 1 work, students will write a reflective statement about each oral in which they answer the following question: How was your understanding of cultural and contextual considerations in the work developed through the presentation?  -The statement following each interactive oral will be handed in to the teacher and kept on file until the essay is completed.    **Supervised Writing for each Part 1 work**  -After the IOP, reflective statements, journal work and class discussions, students will select one prompt (from a list of 3-4 prompts) regarding the text from which to develop ides for their final written assignment: the writing is intended as a springboard to elicit ideas for the students’ final written assignment.  -Sample prompt: Do you think there are some characters in *Chronicle of a Death Foretold* whose chief role is to convey cultural values?  **One Written Assignment (1200-1500 words) generated from one of the supervised writings**  -Teachers will conference with each student about his/her ideas for an essay which are shown to be derived from one of the pieces of supervised writing.  -Teachers will conference with each student about his/her first draft.  -Students complete the final draft of the essay independently. |

* + 1. Links to TOK

You are expected to explore links between the topics of your subject and TOK. As an example of how you would do this, choose one topic from your course outline that would allow your students to make links with TOK. Describe how you would plan the lesson.

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| Topic | Link with TOK (including description of lesson plan) |
| Part 1:  Emotion and ethics in Durrenmatt’s ***The Visit*** | Emotions are essential to our mental state, and influence how we perceive and understand the world. Given this, address the following questions:   * How does emotion in the play distort one’s perception, reason and language? * How do the characters rationalize their behaviors—consider biased perceptions, fallacious reasoning, emotive language and silence?   As moral reasoning is also at the crux of the play, and is influenced by one’s emotions, evaluate how the characters justify their value-judgements and discuss the soundness of the commonly agreed moral principles.   * What makes a person good? * Is revenge justifiable? * Consider: self-interest theory, duty ethics and Kant’s approach to moral reasoning. |

* + 1. International mindedness

Every IB course should contribute to the development of international mindedness in students. As an example of how you would do this, choose one topic from your outline that would allow your students to analyse it from different cultural perspectives. Briefly explain the reason for your choice and what resources you will use to achieve this goal.

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| Topic | Contribution to the development of international mindedness (including resources you will use) |
| Part 1:  Cultural and social contexts in ***Chronicle of a Death Foretold*** | Research the “cult of machismo” referred to in the novel?  -In what way does adherence to it influence the course of events in **Chronicle of a Death Foretold**? |

* + 1. Development of the IB learner profile

Through the course it is also expected that students will develop the attributes of the IB learner profile. As an example of how you would do this, choose one topic from your course outline and explain how the contents and related skills would pursue the development of any attribute(s) of the IB learner profile that you will identify.

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| Topic | Contribution to the development of the attribute(s) of the IB learner profile |
| Part 1:  Characterization in ***The Visit*** | Given the IB Learner Profile (Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk Takers, Balanced and Reflective), select one character from Durrenmatt’s tragic-comedy and evaluate in what ways that character espouses the traits of an IB Learner. Extension activity: Given the play, journal about which character you most and least identify. |

* + 1. Resources

Are instructional materials and other resources (for example, equipment for recording if you teach languages A or room for the performance aspect if you teach literature and performance) available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses? Briefly describe what plans are in place if changes are needed.

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| ***Chronicle of a Death Foretold*** by G. Garcia Marques  ***The Visit*** by Friedrich Durrenmatt  ***The Bedford Glossary of Critical and Literary Terms***  ***Poems New and Collected*** by [Wislawa Szymborska](http://www.amazon.com/Wislawa-Szymborska/e/B000APTI0S/ref=ntt_athr_dp_pel_1)  Wislawa Szymborska (Author)  › [Visit Amazon's Wislawa Szymborska Page](http://www.amazon.com/Wislawa-Szymborska/e/B000APTI0S/ref=ntt_athr_dp_pel_pop_1)  Find all the books, read about the author, and more.  See [search results](http://www.amazon.com/s/ref=ntt_athr_dp_sr_pop_1?_encoding=UTF8&sort=relevancerank&search-alias=books&field-author=Wislawa%20Szymborska) for this author  Are you an author? [Learn about Author Central](http://authorcentral.amazon.com/gp/landing/ref=ntt_atc_dp_pel_1)  ***Miracle Fair: Selected Poems of Wislawa Szymborska***  ***Here*** by [Wislawa Szymborska](http://www.amazon.com/Wislawa-Szymborska/e/B000APTI0S/ref=ntt_athr_dp_pel_1)  ***A Short Guide to Writing about Literature***  ***Perrine's Sound and Sense: An Introduction to Poetry*** |